



School Improvement Plan 2019– 2020

End of Year Summary 2020

	Achieved
	Partially Achieved/ Improved from 2019
	No improvement from 2019/target not reached
	Success criteria impacted by Covid-19

Priority 1: To improve standards across the school so that they are above the National Average (R, W, M combined) at EXS and GDS.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

No standardised assessments were completed in 2019-20.

Priority 2: To review our curriculum to ensure it develops every child's personality, talents and abilities to the full.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level you can.

➤ Revised curriculum in place that ensures progression of skills across each subject.

➤ Evidence of all Subject Leaders having a sound understanding of the progression of skills across their subject area. **X ref with Priority 6**

➤ The school website reflects changes made to the curriculum.

➤ 30 hours of Nursery provision available from September 2020

Priority 3: To improve standards in Writing, particularly at Greater Depth.

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Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level you can.

➤ At least **65%** of children achieve age related expectation in Writing by the end of KS1 (2019 Sch = 74%, 2019 NA= 69%, end of Year 1 = 56%)

➤ At least **14%** of children achieve Greater Depth (2019 Sch = 11%, 2019 NA =15%, end of Year 1 = 19%)

➤ At least **65%** achieve the Writing ELG at the end of Reception (2019 Sch = 66%)

Priority 4: To bring the Phonics Screening Check back in line with the NA and increase opportunities for children to read for pleasure.

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Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level you can.

➤ At least 82% of children pass the phonics screening check by the end of Year 1.	
➤ At least 90% of children have passed the Phonics Screening Check by the end of Year 2 (currently 71% of the cohort have passed).	
➤ Library established as a lending library with targeted groups borrowing books across the year.	
➤ Case studies demonstrate the impact of reading initiatives on outcomes for pupils.	

Priority 5: To accelerate progress and narrow the attainment gap between specific groups of children across the school.

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Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level you can.

Article 27: Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.

➤ Gaps below to have diminished in at least six of the nine areas highlighted:				
Data – Summer 2019	Reading Gap - EXS	Writing Gap - EXS	Maths Gap - EXS	
Disadvantaged				
Reception	16	15	4	
Year 1	32	35	27	
Non EAL				
Reception	21	20	16	
Year 1	+7	+7	+4	
Gender				
Reception	28	25	20	
Year 1	25	26	17	
➤ No gap to have widened in the nine areas highlighted.				

Priority 6: Provide opportunities for leaders to grow and share good practice through strong, sustained collaboration with other schools/partnerships

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➤ Evidence of the positive impact that leadership beyond the school has had on outcomes for Elmwood pupils	
➤ Evidence of the impact that the tri partnership has had on outcomes for Elmwood pupils.	
➤ Evidence of the impact of leadership opportunities including: - 360° leadership tool, Erasmus courses, Apprenticeship courses, Partnership with TeachFirst	
➤ All Subject Leaders have a sound understanding of the progression of skills across their subject area. X ref Priority 2	
➤ Governance strengthened through clear succession planning, improved attendance at training and 2x annual visits by all governors.	

Priority 7: To increase awareness of, and support for, the mental health and wellbeing of pupils and staff

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27: You should not be disadvantaged so that you cannot do many of the things other children can do.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

➤ Evidence of increased number of interventions delivered to children across the school.	
➤ An increased number of children have access to support for SEMH or SLCN across the school.	
➤ Case studies show evidence of how families have been supported	
➤ Profile of MHW increased and improved access/awareness of strategies to help staff.	
➤ Increased number of staff believe 'support is available to them when they need it (89% in 2019)	93%
➤ Increased number of staff believe that their views are valued (86% in 2019).	93%

